

Granville Public School

Annual Report



2016



2064

Introduction

The Annual Report for 2017 is provided to the community of **Granville Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Gregory Grinham

Principal

School contact details

Granville Public School

Lena St

Granville, 2142

www.granville-p.schools.nsw.edu.au

granville-p.School@det.nsw.edu.au

9637 1083

Message from the Principal

It is with great pleasure that I present the 2016 Annual School Report for Granville Public School.

Congratulations to students, staff and parents on a successful year. I take this opportunity to reflect on 2016 and celebrate with our school community all the wonderful achievements of the year.

Our entire school community should be extremely proud of our student achievements in 2016. These successes would not have been possible without the dedicated, committed and passionate teachers here at Granville Public School. Our teachers are highly qualified and deliver outstanding teaching and learning programs that cater for all students in a safe and harmonious environment. They care and support our students to ensure each child is valued and reaches their potential. Our teachers guide and influence our students to become lifelong learners. Our teachers make a difference!

I take this opportunity to thank the P & C for their continuous support throughout the year. Furthermore, I thank our hard working and committed office and support staff.

Parents – your support is greatly appreciated. Thank you for your ongoing care and commitment to our students. Parents play a pivotal role in the education of our children and we are extremely fortunate here at Granville Public School to have such a dedicated and supportive community. I thank you and look forward to further developing the school's relationship with each and every one of you.

Students – well done. Another great year at Granville Public School! Congratulations! Remain focused and continue to aspire to attain higher achievements. Remember, what you do – do well! On behalf of the teachers, I would like to congratulate you all on your achievements throughout the year.

At Granville Public School we are all working extremely hard to prepare for 2017. Our priorities are solid – to deliver highly effective teaching and learning programs that ensure all students achieve to their potential. The teachers at Granville Public School ensure that quality teaching underpins all learning activities.

In closing, I would like to thank everyone involved with our wonderful school. Your support, commitment and loyalty to our school ensure its success.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Gregory Grinham

Principal

School background

School vision statement

Granville Public School aims to be a community of life-long learners who can contribute to the ongoing development of our society.

We believe that our students need to be respectful, resilient, reflective, socially competent and creative citizens who can think critically, work collaboratively and communicate effectively.

To achieve this we commit to:

- providing a happy, safe and supportive environment where diversity is valued;
- delivering a relevant and challenging curriculum that aims to develop the whole child;
- encouraging students to be active participants in their own learning; and
- a philosophy of continuous improvement based on collaboration between staff, students and parents.

School context

Granville Public School has a population of 610 students who come from more than forty different cultural backgrounds. 94% of students are from a language background other than English. The school currently has nineteen mainstream classes, four special education support classes and a preschool.

In 2016, 50% of class teachers were in their first five years of teaching.

Granville Public School provides a safe and happy learning environment where providing equitable access to learning and excellence for all students is highly valued. Quality teaching and learning with a focus on literacy and numeracy is a high priority for the school. This combined with student engagement and attainment, and leadership and management, have been focus areas for improvement throughout 2016.

Granville Public School is an Early Action for Success School.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, Granville Public School undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

Validation panel comments:

Learning:

in the domain of learning the school's self-assessment is consistent with the evidence presented in three elements and is validated using the School Excellence Framework.

In the element of:

- Assessment and Reporting the evidence presented indicates the school is operating at the Delivering stage; and

- Student Performance Measurement the evidence presented indicates the school is operating at the Sustaining and Growing stage.

Teaching:

In the domain of teaching the school's self assessment is consistent with the evidence presented in three elements and is validated using the School Excellence Framework.

In the element of:

- Effective Classroom Practice the evidence presented indicates the school is operating at the Delivering stage; and
- Professional Standards the evidence presented indicates the school is operating at the Delivering stage.

Leading:

In the domain of Leading the school's self assessment is consistent with the evidence presented in three elements and is validated using the School Excellence Framework.

In the element of:

- School Resources the evidence presented indicates the school is operating at the Delivering stage.

Where to next:

In the domain of Learning, the school will:

Develop a commitment within the school community to strengthen and deliver on the school learning priorities of literacy and numeracy, with an emphasis on writing and visible learning, including formative assessment. Further engage parents and students in planning to support students in their progress along the literacy and numeracy continuums. Ensure that student wellbeing is not just focused on behaviour. Provide explicit, specific and timely formative feedback to and from students on how to improve. Strengthen school wide collective responsibility for student learning and success through implementation of the PBL framework as a whole school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. Focus on individual learning goals for students; broadening the process of student goal setting from Support Unit into Mainstream. Review technology and expand the stage one Coding/Lego programme across the school P to 6, including the Support Unit.

In the domain of Teaching, the school will:

Strengthen inter school relationships by providing mentoring, coaching and professional learning opportunities to ensure ongoing development of Literacy and Numeracy and visible learning practices in all classrooms. EAL/D (ESL) continue LE Classes for 2017.

Strengthen the school's participation in the Granville Community of Schools(EAfS, Music, Transition etc) ...

- Granville Boys' High School;
- Granville South Creative and Performing Arts High School;
- Arthur Phillip High School;
- Auburn Girls' High School;
- Macarthur Girls' High School;
- Granville South PS;
- Granville East PS;
- Merrylands PS;
- Merrylands East PS; and
- Professional Learning opportunities.

In the domain of Leading, the school will:

Upgrade and maintain the school's financial and physical resources, within the constraints of the school budget and provide a safe environment that supports learning.

Increase the support to mainstream Assistant Principals whilst at the same time developing an Aspiring Leaders Programme, for permanent teachers, through the development of Grade Co-ordinators (1 per stage) with a financial remuneration package for these teachers.

Strengthen the outstanding, administrative practices to further, effectively, support school operations and the teaching and learning activities of the school.

Development of Policies which are:

- Transparent; and
- Shared with all stakeholders.

Develop a calendar for regular reviews/evaluations and plotting of milestones throughout the year – with milestone submissions and collection of trend data at the completion of each year.

Finances tied to milestones

Look at different ways of collecting parent, community and student feedback.

Promote student and school achievements to the wider community.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Stakeholders will be lifelong learners who think critically and creatively

Purpose

To develop the intellectual, emotional and behavioural intelligence of students, parents and teachers by building a learning environment where well-being is central and all stakeholders develop their capacity to learn and think creatively.

Stakeholders are creative, innovative and resourceful and are able to solve problems in ways that draw upon a range of learning areas and disciplines.

Overall summary of progress

At Granville Public School, expectations of behaviour are explicitly taught to students through the introduction of the Positive Behaviour for Learning framework. School programs, including literacy and numeracy and cultural programs address the needs of all student groups. Students are taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding, as expressed in the Behaviour Code and the PBL framework. The school encourages students to recognise and respect cultural identity and diversity through cultural programs, the flag raising ceremony, acknowledgement of country, studying Asian perspectives and participating in Harmony Day and Multicultural Day activities.

School plans elaborate on what all students are expected to know, understand and do and the emphasis on learning how to learn through formative assessment and visible learning is enabling students to set goals and reflect on their learning. Curriculum delivery integrates technology, library and information services.

The school provides a range of extracurricular offerings for student development including theatre visits, visiting artists, music and sports workshops. Teachers differentiate curriculum delivery to meet the needs of individual students in all classrooms and learning is enhanced by Professional Learning based on current research in the areas of learning and pedagogical practices.

The school analyses internal and external assessment data to monitor track and report on student and school performance. Individual student reports include descriptions of the student's strengths and areas of growth and reports have been modified to align with the national curriculum outcomes. Teachers set transparent criteria for student assessment and students are using learning intentions and success criteria to improve their work. Parents are updated on the progress of their children through written reports and interviews and students are learning to reflect on their learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> • Early Action for Success (EAfS) • ICT • Language Enrichment Class 	<p>Early Action for Success (EAfS)</p> <p>80% of K–2 students attain expected grade level benchmark in numeracy – Aspect 1 (Counting sequence and reading numbers) and 2 (Early Arithmetical Strategies) of the Numeracy continuum.</p> <p>Students identified as “at risk” of not achieving expected grade level benchmark have participated in tier 2 interventions 3–4 times per week with Instructional Leader or Interventionists.</p> <p>Tier 3 intensive interventions such as 1:1 support, inclusive of the development and implementation of IEPs, were provided for students who were unresponsive to tier 2 interventions.</p> <p>Information Computer Technologies (ICT)</p> <p>A Technology Mentor role was established within</p>	<p>Early Action for Success (EAfS)</p> <p>Instructional Leader</p> <p>\$152 265 (x1)</p> <p>Programme Interventionists</p> <p>\$102 021 (x2) = \$204 042</p> <p>Outdoor Mathematical Learning Area</p> <p>\$35 000</p> <p>Parent and Community Workshops (including catering)</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> • Early Action for Success (EAFS) • ICT • Language Enrichment Class 	<p>the school to ensure a succession plan was in place to ensure continued continuity within the school ICT program.</p> <p>A staff survey was undertaken to ascertain what type of training staff required in the areas of ICT; a 100 percent response was attend with this survey. As a result of this, workshops were developed and implemented as part of the school's extended Professional Learning & Training for teaching staff.</p> <p>Language Enrichment Class (LE Class)</p> <p>An additional two (2) LE Class was established to cater for the large number of non–English speaking students exiting Kindergarten, and, Year 1, in 2015; bringing the LE Class structure to three (3) classes.</p> <p>The class with the highest need students in years 1 and 2 was established with two (2) teachers and one (1) SLSO guiding the programme. The second of the 1/2 Composite Class was staffed with one (1) teacher and one (1) ESL Teacher supporting the learning programme.</p> <p>The 3 to 6 LE class was supported by two (2) classroom teachers and one (1) SLSO.</p>	<p>\$2 500</p> <p>Information Computer Technologies (ICT)</p> <p>Interactive Coding Programs for stage 1</p> <p>\$2 000</p> <p>Training and Development</p> <p>Casual Days \$1 800</p> <p>Catering for Extended Professional Learning Workshops</p> <p>\$1 400</p> <p>Language Enrichment Class (LE Class)</p> <p>Additional class teacher</p> <p>\$102 021</p> <p>School Learning Support Officer</p> <p>\$37 200 (x2) = \$74 400</p>

Next Steps

Early Action for Success (EAFS)

- Inclusion in Phase 2 Early Action for Success strategy for 2017–2020 including the allocation of 1.6 FTE Instructional Leader entitlement;
- Instructional Leadership will drive improvement for both Literacy and Numeracy; and
- School funded interventionist to support Numeracy improvement in Stage 2 and Support Unit.

Information Computer Technologies (ICT)

- Include any adjustments to be made to the School plan as a result of reflection and self–assessment;
- Include key focus/strategies to be undertaken in 2016 as part of the implementation of the 3–year plan;
- Additional funding for the ICT tools was adjusted to meet the ongoing need and variations to programs to embed the learning teachers had engaged with; and
- Additional funding for Computer Technology will see the planning and discussions of BYOD for the open classroom set up, but also the improvement of the Wi–Fi and expectations of electrical upgrades.

Language Enrichment Class (LE Class)

- Maintain the structure of the programme, though reducing costs through placement of only one (1) classroom teacher and one (1) SLSO on each class;
- Review the current integration timetable to ensure that students are returned to mainstream classes for both social and academic experiences;
- Review and refine assessment procedures for newly arrived students; and
- Increase training and development of mainstream teaching staff on how to best differentiate the learning programme to cater for students from non–English speaking backgrounds.

Strategic Direction 2

Quality Leadership ensures quality teachers who will innovate and differentiate to inspire our learners.

Purpose

Engage all stakeholders in the process of developing professional knowledge of leadership that enables engagement in a collegial community of learners founded in quality teaching and leadership which brings about inspired learning.

Overall summary of progress

At Granville Public School, teachers regularly review and revise teaching and learning programs. The literacy and numeracy continuums have been implemented and PLAN data is used to inform teaching in English and Mathematics. Teachers routinely review previous content and preview the learning planned for students in class. All classrooms are well managed, with well-planned teaching taking place, so that students can engage in learning productively, with minimal disruption. The introduction of Early Action for Success (EAfS) in Kindergarten to Year 2, protocols, guided inquiry and visible learning in the area of Numeracy is improving the learning outcomes of all students.

Teachers analyse and use student assessment data using PLAN and subject assessments to understand the learning needs of students. The school leadership team regularly uses data to inform key decisions and parent volunteers, trained in Parents as Teacher Helpers (PaTH) regularly assisting teachers in the classroom to help student learning in Numeracy; as part of the EAfS programme. Teachers work together to improve teaching and learning in their year groups, stages, faculties, or for particular student groups. Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice.

Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice, through our PSL and mentor. Teachers participate in professional learning targeted to school priorities and their professional needs and school has effective professional learning for induction, teaching quality, leadership preparation and leadership development.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• Early Action for Success (EAfS)• Tell Them From Me• Aspiring Leaders• Executive Development Program• Teacher Mentor	<p>Early Action for Success (EAfS):</p> <p>All milestones for 2016 were reached in the areas of staff development and Instructional Leader direction; for example:</p> <ul style="list-style-type: none">• TPL offered fortnightly to all staff to further develop a deeper understanding of the Numeracy Continuum.• Continue PL for all staff involved as per identified teacher learning needs, including EAfS team demo lessons.• Evaluate teacher needs via survey around Numeracy (including programming, assessment and identifying point of need.)• Continued tri-weekly data discussion undertaken with staff. Students identified for tier 2 Focus Groups intervention.• Grade base weekly data discussion undertaken with K–2 CRT and support teachers. Fortnightly planning sessions with 2 CRT new to EAfS with IL and additional 2 with Interventionists and CRT mentored by IL• Continued data discussion undertaken with staff. Students identified for tier 2 Focus Groups intervention.• Continued data discussion undertaken with staff. Students identified for tier 2 Focus Groups intervention.• Continued data discussion (tri-weekly)	<p>Funds and resources for the areas of:</p> <ul style="list-style-type: none">• Early Action for Success (EAfS)• Tell Them From Me• Aspiring Leaders• Executive Development Program• Teacher Mentor <p>Have been shown in either Strategic Direction 1, or, Key initiatives and other school focus areas.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> • Early Action for Success (EAfS) • Tell Them From Me • Aspiring Leaders • Executive Development Program • Teacher Mentor 	<p>undertaken with staff during RFF (sustainability.)Students identified for tier 2 Focus Groups intervention.</p> <ul style="list-style-type: none"> • Continued tri-weekly data discussion undertaken with staff. Students identified for tier 2 Focus Groups intervention. • Continued tri-weekly data discussion undertaken with staff. Students identified for tier 2 Focus Groups intervention. • ILhas provided updated Professional Learning based on assessment trends. Evaluation of the professional learning presented, throughout 2016, was undertaken(through survey) to drive future directions of EAfS Numeracy. <p>Tell Them From ME(TTFM) / Survey Monkey (SM):</p> <p>2016 saw the school utilise both the Tell Them From Me(TTFM) and Survey Monkey (SM) programmes to seek the views of the parent, community,staff and students.</p> <p>The results of these surveys can be seen in “Parent/caregiver,student, teacher satisfaction” section of the Annual Report.</p> <p>Aspiring Leaders (AL):</p> <p>The 2016 programme was delayed at start of the year due to the supervising Executive being on leave; however the following milestones were reached:</p> <ul style="list-style-type: none"> • A Professional Learning Network was developed with schools outside of the Granville area and, network meetings were organised. • A playground duty roster was given to executive,at the beginning of the year. • Development of Google apps for Student well-being, and information sharing • RFF timetable organised and lead by AL inTerm 1 • EOI for the 2017 AI Programme were sort at the end of the year. <p>Executive Development Programme:</p> <p>The executive development program saw the establishment of building links with Granville Boys’ High School and Granville South Creative and Performing Arts High School, and supporting the growth and development of the EAL/D staff in both schools.</p> <p>A network was established with one visit from Claymore Public School and Canley Vale Public School to Granville Public School, supported by lesson observations and sharing of resources and programs.</p> <p>The executive development program has also seen, all,executive staff develop their Professional</p>	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> • Early Action for Success (EAfS) • Tell Them From Me • Aspiring Leaders • Executive Development Program • Teacher Mentor 	<p>Learning Plans through professional learning, at a District level, and, the implementation of supervision models for their team members in this area.</p> <p>2016 also saw the executive team involved in the process of External Validation, from its inception to the peer review; this included follow up future planning.</p> <p>Teacher Mentor (TM):</p> <p>The Teacher Mentor Programme, for 2016, was incorporated into the Quality Teaching, Successful Learning (QTSS) programme – please see Key Initiatives.</p>	

Next Steps

Early Action for Success (EAfS)

- Continuation of Instructional Leadership in Numeracy to provide differentiated professional learning and direct shoulder to shoulder support for classroom teachers;
- Whole school data discussions twice a term that reflect on Literacy and Numeracy PLAN data for the implementation of targeted interventions, for students at risk of not reaching expected benchmark in Literacy and Numeracy; and
- 2 additional teachers to undertake TEN trainer professional learning and further support the implementation of TEN in K–2 classrooms and the support unit.

In addition to the EAfS program:

- Plan and deliver numeracy professional learning to teachers new to K–2 in 2017 based on individual needs and provide in class shoulder-to-shoulder support and classroom-based coaching;
- Teacher professional learning to increase student understanding and use of Mathematical language to articulate their thinking process during numeracy tasks;
- Teacher observations to demonstrate quality professional practice and create a reflective and collaborative learning community;
- Executive Development Program;
- Milton Public School visit scheduled for 2017 in building links for the staff. This will extend to have open classroom and see Granville Public develop its light house model on EAL pedagogy shared by all across the school; and
- Executive CTJ days and building of networks with other executive staff from schools in the other four networks across NSW.

Strategic Direction 3

Our community will be inclusive informed and engaged.

Purpose

To enrich and sustain an inclusive and respectful collaborative partnership with students, staff, parents and the community, where all members have a shared vision and are well informed empowering an innovative and positive learning culture.

Overall summary of progress

At Granville Public School, parents and community members have the opportunity to engage in a wide range of school-related activities including swimming lessons, assemblies and presentation days, where learning and success is celebrated.

Links exist with communities of schools, other educational providers and other organisations to support the school's programs; these include touch football, swimming, aboriginal artists, story tellers, a bush band and camping.

Staff, students, parents and the broader school community are welcomed and engaged, when possible, in the development of the vision, values and purpose for the school through P&C meetings. The community is also engaged in community events such as weekly table-tennis and badminton evenings and parent English classes, with both being conducted from 6PM to 8PM on Monday and Wednesday evenings respectively.

RAM allocation has been used to employ:

- Additional teaching staff to implement intensive English learning classes for students who are newly arrived in Australia and those who have arrived as refugees or asylum seekers; and
- Additional School Learning Support Officers (SLSOs) have been employed to support students with additional needs in:
 - Kindergarten;
 - Stages 2 and 3 for the schools Polynesian students;
 - Intensive English classes; and
 - Special Education Support Units IM class, due to the behavioural problems of several students.

The school leadership team communicates clearly about school priorities and practices through the newsletter and parent meetings.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• To increase the percentage of parent and community attendance at official school events.• To develop networks and increase partnerships with all stakeholders to meet and drive the needs of the community.	<p>To increase the percentage of parent and community attendance at official school events.</p> <p>In 2016 the parent and wider community witnessed a 75% increase in school events, compared to the previous year.</p> <p>This was lead through the involvement of weekly night English classes and community Table-tennis & Badminton evenings.</p> <p>Granville Public School continued the engaged, initiated and developed in 2015, the community by taking them on an evening tour of the VIVID light show in Sydney. Over 50 families witnessed the magic of Sydney on a clear cool evening that built on community engagement between staff and parents.</p> <p>In Term 2 the Staff, students, parents, and, broader community engaged in an Iftar Celebration,</p>	<p>To increase the percentage of parent and community attendance at official school events.</p> <ul style="list-style-type: none">• there was no cost involved, to the school, in implementing these programmes. <p>To develop networks and increase partnerships with all stakeholders to meet and drive the needs of the community.</p> <p>Costing for this aspect of the programme were:</p> <ul style="list-style-type: none">• 50% cost towards Zumba Instructor, this being \$5 per person per week;• a financial commitment to Community Hubs Australia

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> • To increase the percentage of parent and community attendance at official school events. • To develop networks and increase partnerships with all stakeholders to meet and drive the needs of the community. 	<p>celebrating the coming of Ramadan this was followed up in Term 4 with a Christmas Carols celebration. This continued the programmes initiated in 2015, and celebrations of sharing and acknowledging of our cultural diversity.</p> <p>To develop networks and increase partnerships with all stakeholders to meet and drive the needs of the community.</p> <p>The employment of a School/Community Liaison Officer for one day per week brought about community involvement in the following school based programmes:</p> <ul style="list-style-type: none"> • Zumba classes; • Playgroup for pre-school children; and • Parents undertaking Certificate 2 and 3 Course through Granville TAFE College. <p>On the success of the, one day per week School/Community Liaison Officer, programme the school applied to Community Hubs Australia to be included in the 2017–2019 programme, which entailed:</p> <ul style="list-style-type: none"> • Completing an online application; • Participating in interviews with Hubs Australia and demonstrating to them that the school had the adequate resources to ensure the success of the programme; and • A financial commitment of \$20,000 towards the programme from 2019. <p>Granville Public School was successful in their application and the joint programme will commence as of term 2 in 2017.</p>	<p>as of 2019 for \$20,000 per year; &</p> <ul style="list-style-type: none"> • additional cost for 5 hours per week towards the employment of the Community Hub Coordinator from 2017

Next Steps

- Implementation of the Community Hubs Australia Program;
- PATCH – Parents as Teachers and Classroom Helpers program (EAfS initiative to be continued and extended for Literacy);
- Numeracy in action – Invite parents to open classrooms, focus groups and parent excursion which focuses on numeracy and supporting student learning at home;
- Raise profile of EAfS in parent community via regular newsletter and school app contributions, noticeboards, parent workshops and Kindergarten and new parent EAfS welcome session;
- Parent exchange Include key focus/strategies to be undertaken in 2017 as part of the implementation of the 3–year plan;
- Field trip for parents;
- Community English Lessons once a week;
- Community programmes such as Table-tennis and Badminton once per week during terms 2 and 3; and
- WWC for parents session and signing up to become a parent volunteer.

Key Initiatives	Impact achieved this year	Resources (annual)
English language proficiency	All students with English as additional language/dialect are monitored with individual goals. Specialist EAL/D staff are employed to work with students and teachers and have a consultative capacity across the school. Whole school audit was conducted of EAL/D data.	\$285 194.31
Quality Teaching, Successful Students (QTSS)	<p>QTSS funding was built into the Assistant Principal (AP's) Executive Release allocation each week, for the four mainstream AP's.</p> <p>AP's used this time allocation to:</p> <ul style="list-style-type: none"> • Observe team members teach; • Demonstration lessons in Key Learning Areas; and • Release team members to go and observe Best Practice in colleagues classes. 	\$21 424
Socio-economic background	<p>Community relationship/partnerships were developed through projects such as:</p> <ul style="list-style-type: none"> • Parent English as a Second Language Program; • Stage 3 excursion to Milton Public School – Sister School Programme; • Parents Excursions and workshops; • Development of an outdoor Mathematical Learning Area; • Construction of outdoor interactive tactile learning and fitness area, for utilization of the Granville Public School Community; and • Engagement of Speech Pathologist to work with Preschool, Early Stage 1, and, Stage 1 two days per week. 	\$103 856.85
Support for beginning teachers	<p>All beginning teachers receive additional support in the first three years of their career. Beginning teachers are provided with access to additional support, professional development and mentoring time with their supervisors.</p> <p>Beginning teachers all have individual Professional Learning Plans with clear goals, clear lines of support and clear accountability measures to ensure their</p>	\$13 377.89
Targeted student support for refugees and new arrivals	<p>Refugee and newly arrived students in Stage two and Stage three were immediately enrolled into the Language Enrichment class throughout the year.</p> <p>The transitioning of the students into the mainstream commenced in term three as the areas of the English language and social skills developed to a level that would assist them in the day today functions of school life.</p> <p>Newly arrived students from Early stage one to stage one received New Arrivals support from the EAL teacher in a withdrawal format on a daily basis. Whilst, newly arrived students, in stages 2 and 3, are placed in a multi-aged class for intensive language development, until their English is at the level</p>	<p>\$9 316</p> <p>\$153 750 (students in community detention, held detention Federal Government Funding)</p> <p>TOTAL = \$163 066</p>

Targeted student support for refugees and new arrivals	of competency where they will be able to participate in all Key Learning Areas, with minimum additional support. At this point they are integrated into the correct mainstream class, with SLSO or ESL teacher support where required. Funding for this programme was also supported with additional funds from the students in community detention, held detention or released into the community on a Bridging Visa E.	\$9 316 \$153 750 (students in community detention, held detention Federal Government Funding) TOTAL = \$163 066
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Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	289	290	277	299
Girls	227	247	232	270

Granville Public School has a student enrolment, in 2016, of 569 students, in mainstream. This enrolment represents a steady growth in population since 2014.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.7	93.5	95.4	92.4
1	94.9	94.7	92.4	90.5
2	96	95.6	92.7	91.6
3	94.4	95.6	94.9	93.6
4	96.6	95	94.3	92.8
5	96.6	96.1	93.2	93.9
6	94.9	95	94.9	92.1
All Years	95.4	95	93.9	92.4
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

- Stringent adherence to HSLO procedures; and
- Meetings between HSLO, Deputy Principal and Parents to discuss areas of concern and ways the school can support improved attendance.

Class sizes

Class	Total
KK	19
KF	18
KP	19
KM	19
KL	18
1/2LE	18
1H	21
1A	22
1/2M	23
2A	23
2W	20
2G	22
3/4N	30
3/4C	30
3-6LE	25
3/4S	27
3/4R	30
5/6CS	25
5/6B	25
5/6S	25
5/6JL	24
5/6G	25

Workforce information

Management of non-attendance

Granville Public School is proactive in managing students of non-attendance.

Together with the Home School Liaison Officer (HSLO) students are identified whose attendance is of concern. These students are monitored closely through:

- Weekly attendance report to the HSLO;
- Consistent communication with parents by notification letter, telephone or interview;

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	24.69
Teacher of Reading Recovery	0.92
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
Teacher of ESL	2.6
School Counsellor	0
School Administration & Support Staff	10.26
Other Positions	1.21

*Full Time Equivalent

In 2016, one member of the workforce identified as being Aboriginal or Torres Islander descent.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	51

Professional learning and teacher accreditation

The teaching staff at Granville Public School participated in a number of professional learning activities designed to build the capability of staff to achieve some of our key priorities as set out in our School Plan. As well, staff, were involved in professional learning programs that have built the capability of early career teachers, current teachers and aspiring and current school leaders.

During 2016, six New Scheme Teachers were accredited as proficient.

Throughout the year, teachers worked in collaborative teams to improve consistency of teacher judgment. All teachers participated in lesson study to improve their pedagogical knowledge and skills, to increase their knowledge of the Australian Curriculum and to design lessons using the new Science and History syllabi.

L3 and L2 were included as part of the K–2 professional development plan, and, the Early Action for Success – Numeracy program continued its implementation through the Instructional Leader and Interventionists.

Whole School Professional development included workshops in the following areas:

- The school plan
- EAL/D and differentiation of class based learning programs
- Emergency care
- Report writing
- NAPLAN

In 2016, 35% of teachers at Granville Public School are accredited as Proficient.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	789 891.14
Revenue	6 305 762.14
(2a) Appropriation	6 086 693.58
(2b) Sale of Goods and Services	36 757.21
(2c) Grants and Contributions	173 118.89
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	9 192.46
Expenses	-6 525 609.93
Recurrent Expenses	-6 525 609.93
(3a) Employee Related	-5 657 305.40
(3b) Operating Expenses	-868 304.53
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	-219 847.79
Balance Carried Forward	570 043.35

Granville Public School's financial management processes and governance structures to meet financial

policy requirements

follows procedures and guidelines as set by the Department of Education. The school has a Finance and Budget Committee:

- Principal;
- Deputy Principal;
- School Administration Manager (SAM);
- 2 Assistant Principals; and
- P&C representative.

The committee ensured that funds were allocated and expended appropriately, and, in accordance with DoE guidelines, policy and procedures.

Significant programmes undertaken during 2016 were:

- full time release of Assistant Principal (Special Education);
- employment of additional teaching staff for English as Second Language Programme;
- employment of additional School Learning Support Officers (x5) for Student Wellbeing Programmes K–6;
- sensory and gross motor playground development;
- outdoor Mathematical interactive learning area;
- internal painting and pinboard installation in Special Education Support Classes;
- internal painting of Preschool building;
- line marking throughout the school grounds and school hall;
- upgrading of school security lock system; and
- upgrading of school wireless internet.

Funds for 2017 have been set aside for the following:

- Seven Steps Writing Programme K–6;
- full time release of Assistant Principal (Special Education);
- additional School Learning Support Officers (SLSO's);
- tree maintenance;
- foundations slab for storage containers;
- purchasing of storage containers;
- funding for School/Community Liaison Officer for 5 hours per week; and
- future funding for Community Hubs Australia Programme.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	3 392 730.09
Base Per Capita	29 616.24
Base Location	0.00
Other Base	3 363 113.85
Equity Total	663 946.12
Equity Aboriginal	3 717.19
Equity Socio economic	103 856.85
Equity Language	285 194.31
Equity Disability	271 177.77
Targeted Total	880 092.62
Other Total	572 522.30
Grand Total	5 509 291.13

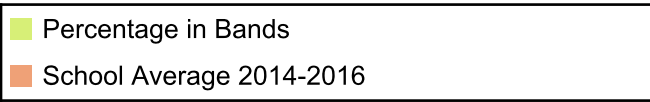
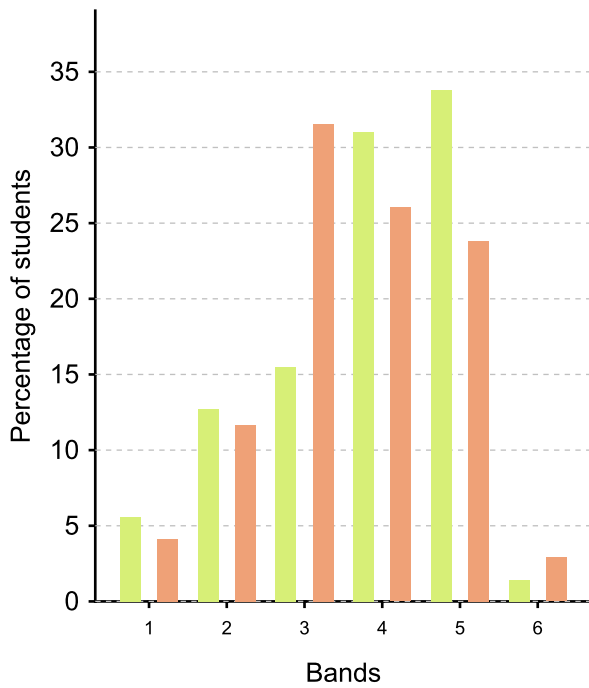
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

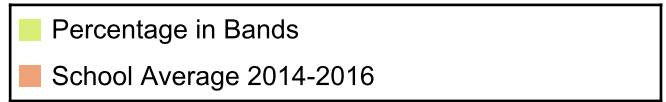
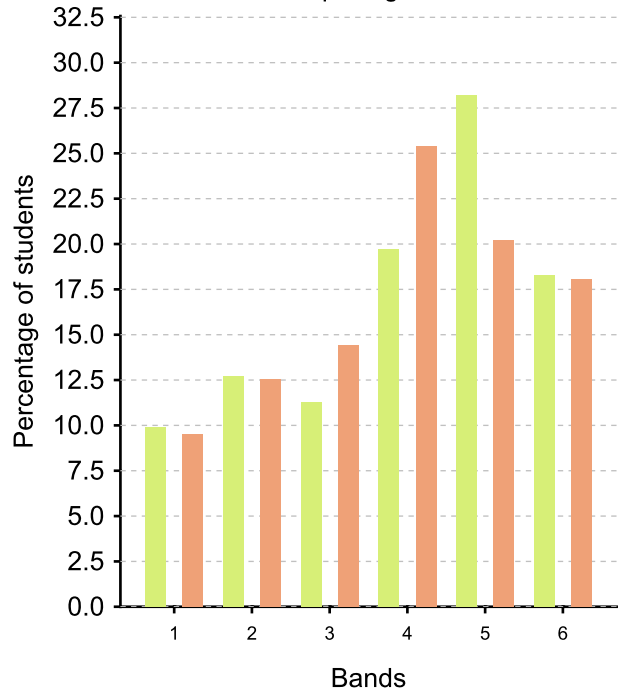
NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

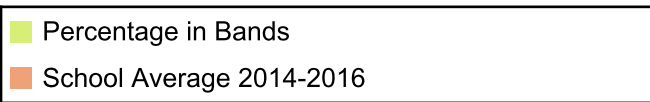
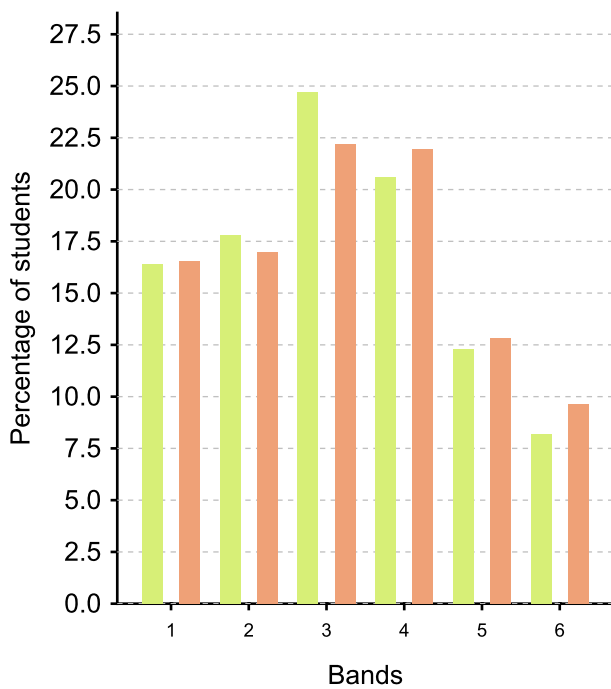
Percentage in bands:
Year 3 Writing



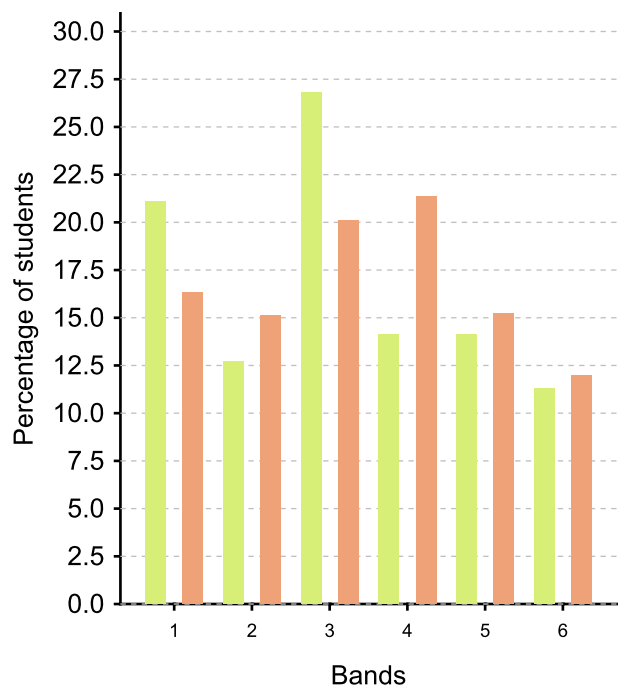
Percentage in bands:
Year 3 Spelling



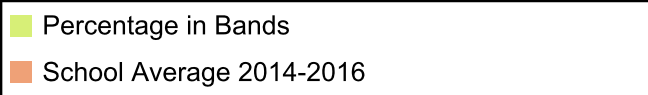
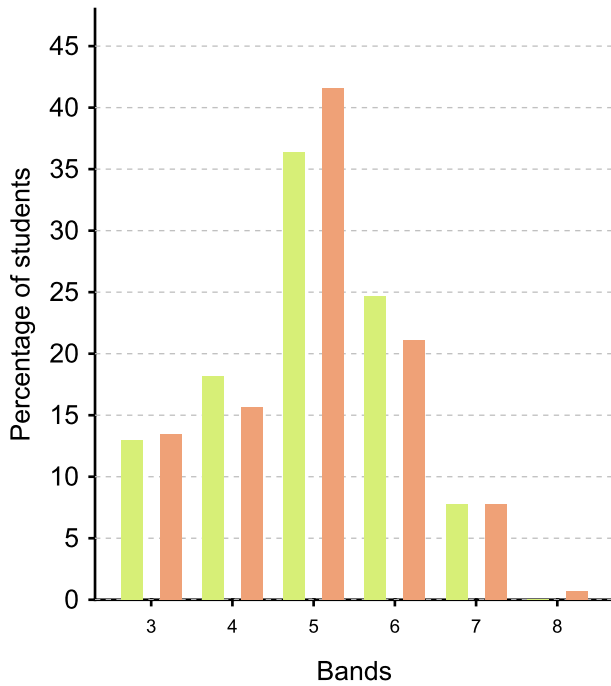
Percentage in bands:
Year 3 Reading



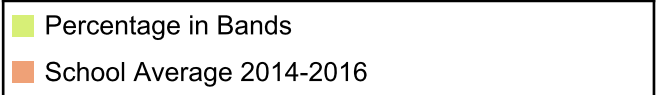
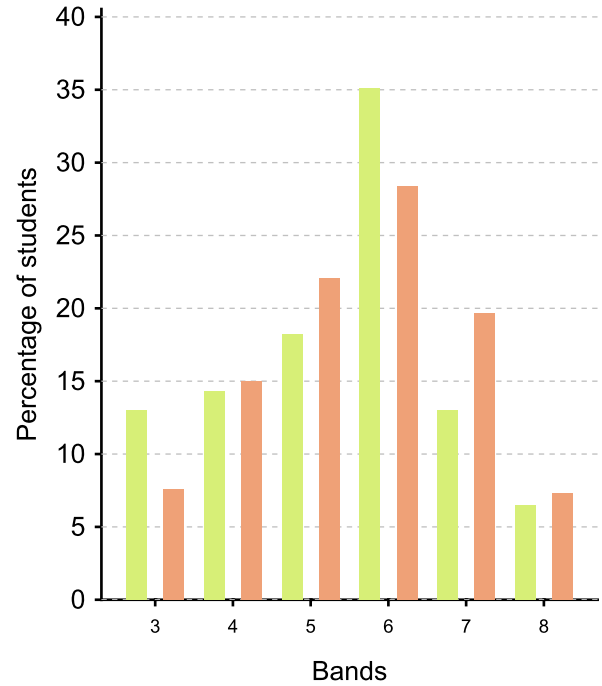
Percentage in bands:
Year 3 Grammar & Punctuation



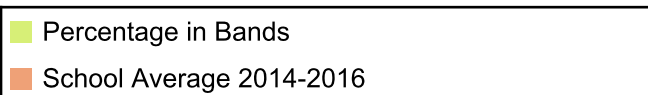
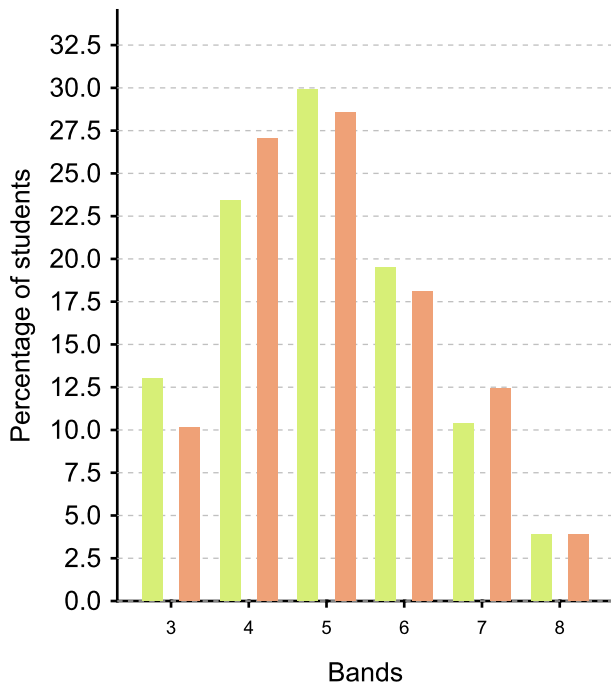
Percentage in bands:
Year 5 Writing



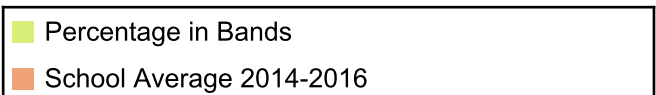
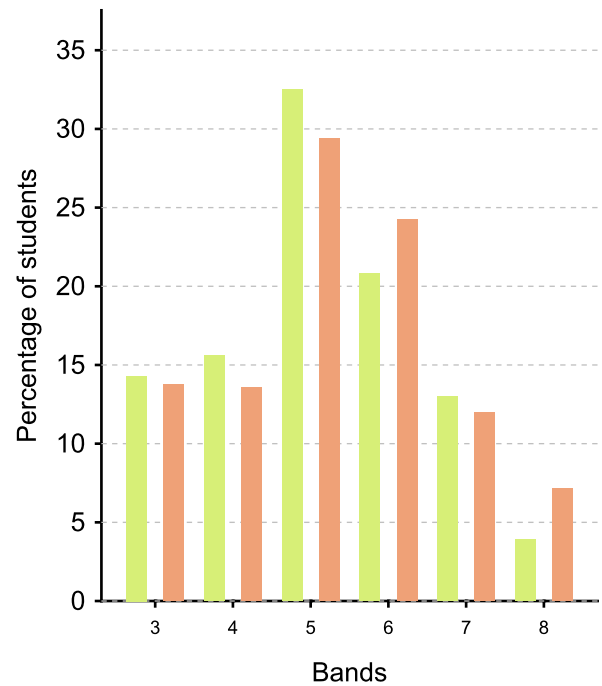
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Grammar & Punctuation



Parent/caregiver, student, teacher satisfaction

Parents

Parents and caregivers of students were invited to provide feedback to the school based on four domains, 'around the school', 'communication', 'my child' and 'the future'.

More than 20% of families provided responses to the survey.

The key findings from the survey include:

- 96% of parents state they feel Granville Public School is a welcoming place;
- 88% of parents think that Granville Public School encourages students to do their best;
- 92% of parents read the school newsletter each fortnight; and
- 92% of parents agree with the statement 'I am proud to be associated with Granville Public School'.

Students

Students from Year 4, 5 and 6 completed the online 'Tell Them from Me' survey in Term 2 and again in Term 4. Key findings from the survey include:

- 86% of students have a high sense of belonging;
- 96% of students feel that their learning is important; and
- 92% of students feel that they are trying hard to succeed in their learning.

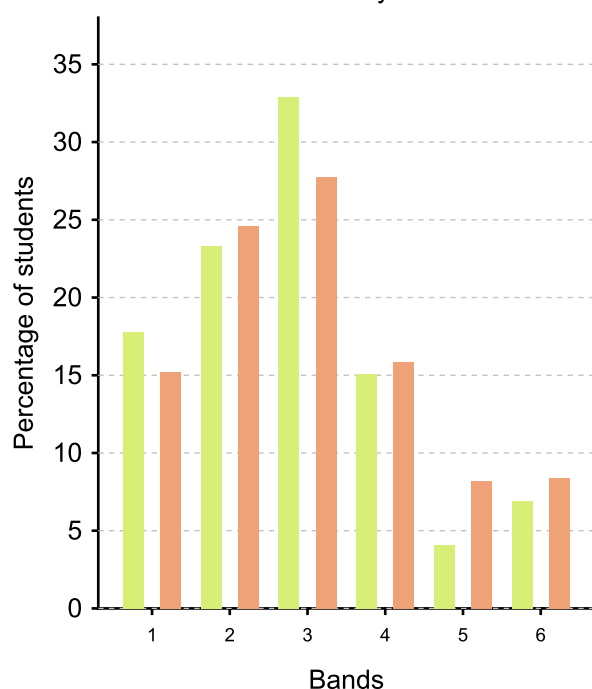
Teachers

The School Plan 2015/17 identified Quality Leadership as a major goal for the school.

Teachers were asked to provide their feedback on the implementation of the new syllabus. The key findings from the survey include:

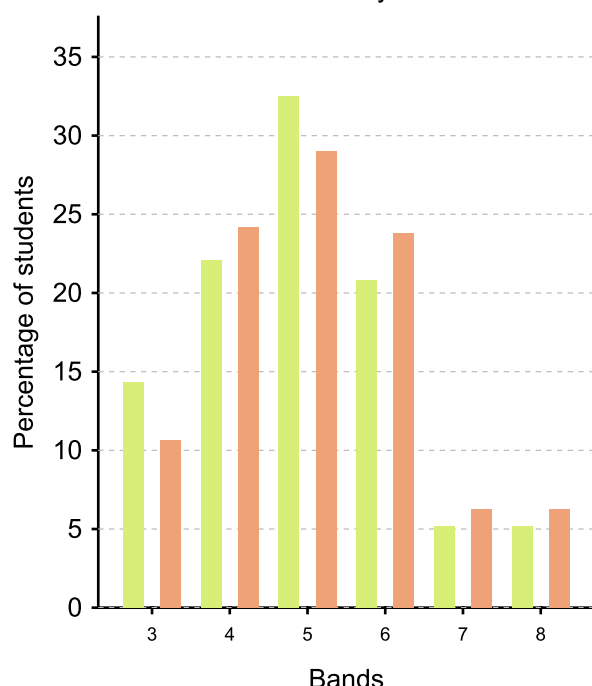
- 77.6% of teachers agree with the statement that school leaders are leading improvement and change;
- 75.5% of teachers indicated that they were confident in the leadership developing a 'Culture of Learning';
- 79.2% of teachers agree that they are confident in collaboratively developing Grade and Stage Based Programs for implementing the NSW Syllabi ; and
- 79.2% of teachers agree that they are comfortable in discussing their Professional Learning Goals with their Supervisor.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Policy requirements

Aboriginal education

Granville Public School is committed to the continual improvement of the educational outcome and well being of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education and training.

In 2016, four students identified as being of Aboriginal and/or Torres Strait Islander descent.

Granville Public School promotes the inclusion of Aboriginal perspectives in the teaching programs to ensure student education opportunities are well rounded. The school also promotes respect of the unique and ancient culture of the Aboriginal people in the following forms:

- Acknowledging the traditional custodians of the land in all assemblies and an Acknowledgement of Country plaque displayed in the school;
- Integration of Aboriginal perspectives across Key Learning Areas so students can develop deep knowledge and understanding about Australia's first peoples;
- A staff member filling a role as an Aboriginal Education Liaison Officer to oversee Aboriginal Education policies, programs, initiatives and events.

Multicultural and anti-racism education

The role of the Anti-Racism Contact Officer (ARCO) in schools is to be the contact between students, staff, parents and community members who wish to make a complaint regarding racism.

Granville Public School has 5 staff members who are trained as ARCO Officers and the role is shared between them.

In 2016 the ARCO Officers dealt with six (6) reported incidents of racism by individual students. After investigation each incident was established and resulted in Reflection Time (Satellite – as stated in the school PBIS Policy) for those involved in being racist, impacting on their behaviour levels.

All students were sorry for their actions and apologised to those they had offended.

The ARCO role involves promoting the values of respect for all races and cultures and our school rules of showing respect, being a problem solver, being safe and being a learner help to support these values. Students, teachers, parents and the community are doing a very good job of living together in harmony.